

INCLUDING FAMILIES IN CHILDREN'S LITERACY DEVELOPMENT

Goals for Family Partnership

1. Provides information on language and early literacy development.
2. Includes families in setting goals for children's language and early literacy development.
3. Promotes communication about children's progress.
4. Involves families in program activities.
5. Suggests resources for families and children with special needs.
6. Suggests activities for home and community.
7. Respects family's home language, culture and abilities.

Components

- A. **Communication** – A process for ongoing communication with families is established in the program. The process includes opportunities for both formal and informal communication. Educators, administrators and other program staff are respectful of the language, culture and abilities of individual families. The system supports positive relationships between program staff and families.

| | Indicators | Evidence of meeting the indicator | Action plan item |
|-----|--|-----------------------------------|------------------|
| IF1 | There are opportunities for families to participate in information sessions focused on early literacy such as workshops, book days and other literacy events | | |
| IF2 | Programs informally share information with individual families about language and early literacy development on an ongoing basis | | |
| IF3 | Information on developmentally appropriate language and literacy skills are discussed during parent orientation and shared throughout the year | | |
| IF4 | Weekly notes provide information about current literacy activities | | |
| IF5 | Monthly newsletters provide information on program literacy activities and events | | |

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|------|---|-----------------------------------|------------------|
| IF6 | There is a designated area or bulletin board that includes information for literacy events for families | | |
| IF7 | The program has a family resource area for literacy information | | |
| IF8 | Community resources are shared with families to support children and adult literacy | | |
| IF9 | Communication is provided in the family's home language whenever possible | | |
| IF10 | The Delaware Early Learning Foundations section on Language and Early Literacy is shared with families | | |

B. Sharing Information – Information about individual children's language and early literacy development is shared with families.

| | Indicators | Evidence of meeting the indicator | Action plan item |
|------|---|-----------------------------------|------------------|
| IF11 | There is a process for sharing information about children's language and literacy development in the home and school | | |
| IF12 | Communication about children's progress in literacy development is provided in a variety of ways according to family preference including emails, phone conversations, notes, and/or communication journals | | |
| IF13 | Educators and families work together to set goals for children's language and early literacy development | | |
| IF14 | Educators suggest individualized language and early literacy activities for families centered on their interests and every day routines | | |

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| IF15 | Progress monitoring information on language and literacy is shared between educators and families | | |
| IF16 | Periodic informal and formal conferences are scheduled throughout the year | | |
| IF17 | Educator's documentations related to literacy development include anecdotal notes, observation records and children's work samples are shared with families | | |
| IF18 | Language and literacy resources are shared to support individual or family literacy needs | | |

C. Program Involvement – Families are encouraged to participate in the program's curriculum and activities. A variety of choices for participation are offered. Volunteer opportunities are encouraged as a way to involve families in the program.

| | Indicators | Evidence of meeting the indicator | Action plan item |
|-------------|--|-----------------------------------|------------------|
| IF19 | The program has a plan for including family members as volunteers. Activities could include: | | |
| | a. Reading to individual and small groups of children | | |
| | b. Assisting with individual children's literacy activities | | |
| | c. Assisting with literacy activities in a learning center | | |
| | d. Preparing bulletin boards and literacy displays | | |
| | e. Sharing children's books that pertain to the family's country of origin | | |

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| | f. Preparing literacy games and activities | | |
| | g. Helping with special literacy events | | |
| | h. Sharing occupations, hobbies and interests; integrating visit into literacy activities | | |
| IF20 | Family literacy events that include a make and take literacy activity or game. Providing training for families on literacy activities and games | | |
| IF21 | Literacy activities are included in family events | | |
| IF22 | Programs are sensitive to families with diverse culture and language backgrounds as they plan program activities and events focused on language and early literacy. | | |
| IF23 | Families have the opportunity to be involved in the development of language and early literacy curricula | | |
| IF24 | Families have the opportunity to share ideas about language and early literacy activities | | |

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D. Home Activities – Suggestions are shared for developmentally appropriate literacy activities that actively engage children during regular family routines. Specific activities to support the curriculum are sent home periodically. Books and other literacy materials in the children's home language are shared with families regularly.

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|-------------|---|-----------------------------------|------------------|
| IF25 | There is a process for providing appropriate language and early literacy home activities in the program. Home activities could include: | | |
| | a. Suggesting literacy activities that fit into the family's every day routines and interests at home such as bedtime, meal time and playtime. (examples include: reading and following a recipe, re-telling a bedtime story, labeling flowers in the garden) | | |
| | b. Encouraging families to visit the library regularly, attend story time, sign up for a library card for the child | | |
| | c. Sending home simple but engaging activities that relate to current activities that might include finding objects that begin with a particular letter, finding two objects that rhyme, writing a thank you note to grandparents | | |
| | d. Sending home literacy bags with a book and simple but related follow up activity (i.e. drawing a picture after reading the story or discussing a favorite character) | | |
| | e. Suggesting ideas for literacy activities that can be done in the car such as making a travel pack with portable activities | | |
| | f. Suggesting literacy activities that can be done by older siblings and the child | | |

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| | g. Providing families with a copy of the <i>Delaware Early Learning Foundations Calendar</i> for daily ideas for language and literacy activities (<i>insert website</i>) | | |
| IF26 | Setting up a classroom lending library of children's books for families | | |
| IF27 | Suggesting ideas for a designated space in the home for literacy activities | | |
| IF28 | Accessing home activity resources for respected web sites such as Getting Ready to Read, Reading Is Fundamental, Read Aloud | | |

E. Special Needs – Information of program planning for children with special needs is shared between the program and families.

| | Indicators | Evidence of meeting the indicator | Action plan item |
|-------------|--|-----------------------------------|------------------|
| IF29 | Information is shared between the program, the related education specialists and the family | | |
| IF30 | The program helps the family access additional information and resources related to language and early literacy as needed | | |
| IF31 | Accommodations and special equipment are provided for children with special needs to assist with communication and early literacy | | |
| IF32 | Progress monitoring information related to IEP/IFSP language early literacy is shared with the family and the early intervention specialists | | |

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